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ABSTRACT

The reading programs described in this issue of "Kaleidoscope" provide examples of innovations being implemented in Massachusetts schools as part of the state's Right to Read effort. The forty program descriptions fall into three categories: those directly related to the Massachusetts Plan of Action for reading instruction, those involving reading instruction at Right to Read sites, and those complementing the national, New England Consortium, and Massachusetts Right to Read goals. Indexes for grade level and for city, town, and region are included. (JM)

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KALEIDOSCOPE

15

a special issue: right to read

Edited by

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with

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Commonwealth of Massachusetts

Department of Education

Division of Curriculum and Instruction

Bureau of Curriculum Services

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Introduction

It is the underlying assumption of the Massachusetts Right to Read Effort that practically all of the citizens in our Commonwealth can learn to read successfully to the full limits of their capabilities. Another assumption is that the 351 cities and towns in the Commonwealth want to have the most viable, effective and student-centered reading programs possible; reading programs that reflect the best reading theory and practice in America.

A Plan of Action has been worked out which will provide assistance and support to school systems seeking to upgrade their reading programs. The goals made manifest in the Plan of Action are threefold. The first is to identify and train directors in Local Educational Agencies (LEAs) to serve as change agents; people who can make dramatic and substantial changes in a reading program.

The second goal is to broaden the base of support and decision making to include members of the community outside the education establishment. The *leitmotif* of Right to Read is that reading programs devoid of community involvement and support can never be successful.

The third goal is to create a needs assessment instrument in each local school system in the Right to Read Consortium. This needs assessment instrument is keyed to the New England Consortium's Criteria of Excellence – a list of 26 conditions, organized under five catagories, that are considered hallmarks of an exemplary reading program.

Upon administering the needs assessment to the local staff, the strengths and weaknesses in each of the school systems can be determined. All of the needs will then be listed in tabular fashion, beginning with the most pressing ones.

The Massachusetts Plan of Action contains strategies for dealing with these needs. These strategies can be used as staff development models in ensuing years by the local Right to Read directors to upgrade reading programs in their respective school systems.

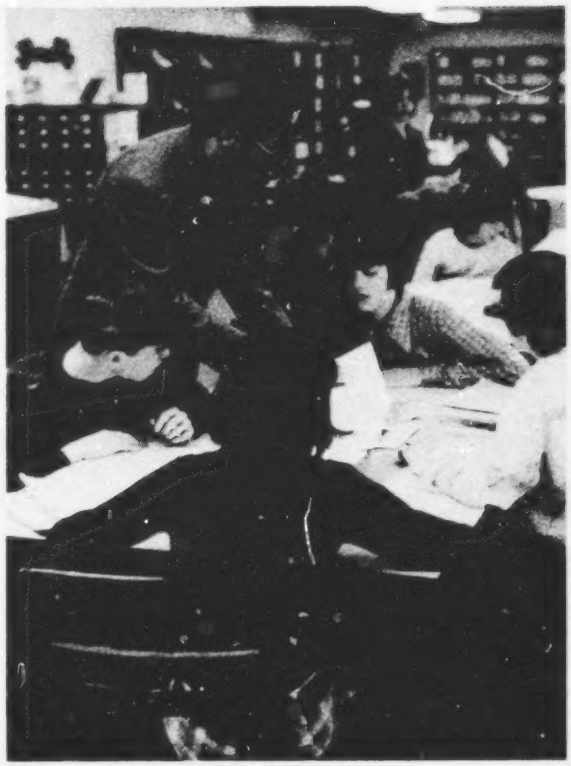
Finally, a research design has been formulated to measure whether or not the three goals listed above have been achieved. From all this should come expert training of classroom teachers of reading. Over a period of time we hope that all students taught by these expert teachers will be reading successfully.

To eradicate illiteracy in America in this decade is an ambitious undertaking. There is no question that the national goal can be achieved by 1980 if we have the will to accomplish it. And there is enough recent evidence to suggest that Massachusetts is now ready to translate the will into action.

The programs described in this issue of KALEIDOSCOPE are examples of innovations that do exist and presently are being implemented in our schools to get students "turned on" to an old, but by no means dead technology: the act of taking in the cultural heritage through linear print.

Joseph J. Tremont
Massachusetts Right to Read Director

Natalie Norton Kornitzky
Right to Read Consortium Committee Member



How to Use KALEIDOSCOPE

Get in touch with the Information Contact if you feel a particular program has merit or if you wish to visit a school or a classroom. These people are happy to share their experiences and welcome visitors. At the back of this magazine are a City, Town and Region Index (page 30), and a Grade Level Index (page 31).

You may add your name to our mailing list by filling out the form on page 32 and returning it to us. There is no charge for this publication.

Distribution

KALEIDOSCOPE 15 has been distributed to superintendents and principals of all Massachusetts public and non-public schools (pre-school through grade 12), education schools of all colleges and universities in the Commonwealth, local presidents of the Massachusetts Teachers Association and the Massachusetts Federation of Teachers, school committee chairmen, education editors of the mass media, local education chairmen of the League of Women Voters (in Massachusetts) and all other state departments of Education in the United States. Total circulation is 12,000.

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"...I am herewith proclaiming my belief that we should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all - that no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capacity."

James E. Allen, Former
U.S. Commissioner of Education.

The Right to Read Effort

The New England Consortium for the Right to Read Effort is a collaborative endeavor among five* of the six New England States to achieve the national goal of eradicating illiteracy in this country's schools by 1980. Massachusetts is a charter member of the Consortium. The idea of a collaborative endeavor in New England to upgrade reading programs in schools was first conceived by the Honorable Fred G. Burke, former Commissioner of Education in Rhode Island.

Funded in July, 1973, the project is designed to train local Right to Read directors in school systems in such a manner that failure-proof reading programs will become the order of the day.

What follows in this issue of KALEIDOSCOPE are descriptions of programs, complete or partial, in school systems within the Commonwealth: programs that resulted either from a formal affiliation with the Massachusetts Right to Read Effort or appeared to be the type of program that would be in keeping with the Right to Read philosophy.

The program descriptions that directly relate to the Massachusetts Plan of Action appear in Section I; descriptions of other reading programs from Right to Read sites in the Commonwealth are to be found in Section II; Section III contains descriptions of programs that appear to complement in some fashion or another the national, Consortium and Massachusetts Right to Read goals.

All of these program descriptions share one common attribute: they seek to address the matter of students reading successfully through the on-site creation of innovative approaches, not only in reading, but in the other areas of the communicative arts as well. To the extent that any program, complete or partial, is exportable, these descriptions provide a blueprint for other school systems in Massachusetts presently attempting innovations that we hope will enable students to read to the full limits of their capabilities.

*Vermont has received separate funding from the National Right to Read Office and is not participating in the Consortium Effort.

I. RIGHT TO READ PROGRAMS

1. Right to Read In New Bedford

NEW BEDFORD PUBLIC SCHOOLS, 455 County St., New Bedford 02740
Superintendent: Gerard E. Smith
Reported by: Florence L. Mahon
Information Contact: Florence L. Mahon, Assistant Superintendent, Curriculum and Instruction, 617-997-4511
Program began: August 1974
People involved: 500 staff, 12,000 students

The introduction of the Right to Read Effort in the New Bedford Public Schools provided an impetus and reinforcement to the continuous progress program being implemented. Teachers wrote reading behavioral objectives in 1972 with correlated criterion referenced tests for all elementary grades, one through six. Individual and class profiles were designed to record test results and to serve as a guide for grouping and for individual learning experiences. Learning packets were developed for each objective. These objectives and tests have been used also as a basis for the integration of the bilingual program as well as for Title I Expanded Instruction.

During the monthly in-service released time, teachers were trained in the administration and interpretation of the CR tests. Time was also provided for the teacher to work in his or her own classroom preparing materials for prescriptive individualization and for establishing categorized reference files. Classroom management techniques were studied; consultants held workshops offering suggestions for structure which would afford flexibility in instruction.

Management-by-Objectives in Reading was the topic for an inservice program with administrators; MBO forms were completed by them with identified short- and long-range goals.

The Right to Read Program brought focus to the rationale and goals for individualization of instruction. The Task Force designed a questionnaire for school staff to assess the reading needs in the system. Prior to the use of this instrument, a comprehensive questionnaire had been distributed to all parents in the school system and the results indicated that they included reading as one of their highest priorities; therefore, the Right to Read Program filled a need as indicated by the members of the community. The Reading Needs Assessment Survey was one of our first steps in identifying the areas for improvement.

After employing force field analysis (a method of prioritizing reading needs), it was agreed that reading in the content areas at the secondary level would be our first activity. Workshops on this topic have been conducted during the monthly inservice time for secondary teachers. As an extension of this program, consultants will be engaged to oversee two additional workshops in the fall of 1975 for approximately 50 content area teachers.

An Advisory Council of 23 members invited from representative groups in the community has suggested that a volunteer tutoring program be initiated for evening classes in neighborhood centers. Plans are now underway to make this suggestion for an adult literacy program a reality.

2. Right to Read Tutor Bank For Adults

MARSHFIELD PUBLIC SCHOOLS, South River St., Marshfield 02050
Acting Superintendent: Frederick C. Hubbard
Reported by: Constance E. Jackson
Information Contact: Constance E. Jackson, Right to Read Director, Eames Way School, 617-834-6511
Program began: Spring 1975
People involved: 30 staff, 20,000 community people, 2500 students

This project was sponsored by the Advisory Board of the Marshfield Right to Read Effort. The purpose of the program is to serve the teenager, the young adult, and the adult (non-reader or reader) in learning, renewing, regaining or improving the necessary reading and writing skills. It also serves to build a volunteer tutor bank as an on-going service to the entire population of the town of Marshfield from grade 7 through adulthood.

The tutors were trained through a 10 hour workshop in the Laubach Literacy Method. Interested persons from the school and the community participated in the Laubach workshop. Those who successfully completed the 10 hours of instruction were paired with a student (grade 7 and up) to tutor as the need arose. All information concerning the student is kept confidential. Tutors and students arrange the time and place for tutoring.

Tutors meet once a month, or when necessary, to relate and share their experiences in their various tutoring situations. These sessions have been effective in solving special problems.

Through the Right to Read Effort and this program, the community has become aware of the numbers of adults who need assistance in improving their communication skills and who are willing to be tutored on a one-to-one confidential basis.

3. Volunteer Reading Aides

NATICK PUBLIC SCHOOLS, 13 East Central St., Natick 01760
Superintendent: Winston W. Wetzel
Reported by: Janice Connors
Information Contact: Janice Connors, Reading Coordinator, Center School, 13 E. Central Street, 617-653-0550 x256
Administrative Contact: Keith Cassedy, Principal, Johnson School, 617-653-0550 x249 x249
Program began: September 1974
People involved: 72 staff, 1200 students

The volunteer reading aide program was initiated to involve the community in the schools and to give teachers a helping hand in the classroom. A committee of teachers representing both the elementary and secondary schools was formed, with the principal and reading director serving as co-chairpersons. A parent coordinator was also included in the group. It was decided that only elementary schools would be involved in the first year.

The chairpersons met with the faculties of the 13 elementary schools to describe the program. The parent coordinator took care of publicity on radio, in newspapers, and through posters placed in banks, store windows, etc.

Sixty members of the community and sixty-five classroom teachers were interested in partic-

ipating in the program. During January, the volunteers attended four sessions for a total of eight-hours training. The training was conducted by the elementary reading consultants and consisted of a general overview of the town's reading program. Also included were suggestions for classroom activities for aides; demonstrations of reading as well as telling stories to children; instruction in the use of audio-visual materials; an introduction to basal readers; enrichment and remedial materials and a workship during which the trainees made instructional games and devices.

The aides were assigned to classes late in January and have worked with teachers to reinforce what has been taught. A questionnaire was administered in April and the response was extremely favorable from the point of view of both teachers and volunteers.

It has been decided to expand the program in the fall of 1975 to include the secondary schools. Training sessions will be conducted for new volunteers, and further training will be given to aides returning for the second year.

4. Fitchburg Right to Read Program

FITCHBURG PUBLIC SCHOOLS, 1047 Main St., Fitchburg 01420
Superintendent: Richard C. Wallace, Jr.
Reported by: Eleanor S. Magane, former Right to Read Director
Information Contact: J. Robert Moynihan, Curriculum Coordinator, 617-343-6421
Administrative Contact: Tuve Hallfors, Assistant Superintendent, 617-343-6122
Program began: September 1974
People involved: 9 staff, 6816 students

Fitchburg has joined the national effort to eliminate illiteracy in the United States by 1980 and is one of thirty-two Massachusetts communities to join the New England Consortium for the Right to Read Effort.

In September the school committee made reading the top priority in the curriculum. In Fitch-

burg three councils have been established. The task force is comprised of twenty-five teachers and other educational professionals from all levels, K-12. This committee is concerned with coordinating endeavors in the various schools, revising the reading curriculum and focusing on reading skills. Criterion-referenced testing, report card changes and individualized reading with prescriptions are being studied and tried. The task force also set up a training program for parent volunteers.

The Advisory Council, which is made up of twenty members who are leaders in the community, advises, publicizes, and supports local Right to Read Efforts.

The Arts and Media Committee, with fifteen members, suggests and devises various means of inspiring and stressing the efforts and achievements of Right to Read in Fitchburg.

During the fall 1974, the Right to Read director visited the schools and explained in detail the part teachers can play in eradicating illiteracy. A needs assessment generated by the task force was completed by all teachers. Teachers met to study and begin work on the reading curriculum revision.

During Education and Book Week, the Fitchburg Public Library gave space for a Right to Read exhibit. Library personnel are involved in all Right to Read committee work as well.

Right to Read Month included a variety of activities. A banner was strung across Main Street, signs were displayed on local buses, posters were distributed throughout the city, and bulletins on the Right to Read Effort were included in monthly utility bills. Junior high school students put on a costume parade in which walking books depicted myriad reasons for reading. The newspapers, television stations, and radio stations widely covered the Right to Read Effort in Fitchburg.

The Arts and Media Committee have sponsored a number of art projects. Two junior high schools made wall friezes with reading motifs for the cafeterias and libraries.

The local Bicentennial Committee has also cooperated in Right to Read. Historical brochures and a medallion created by high school students depict historical and current figures reading. Stamp designs for placemats, napkins, letter and note paper depicting the first school in Fitchburg also have been created. The Committee also provides help for the blind at the public library.

5. Administrators, Teachers and Parents Volunteer

SPENCER PUBLIC SCHOOLS, 302 Main St., Spencer 01562
Superintendent: Edward O'Connor
Reported by: Ruth King
Information Contact: Ruth King, Right to Read Director, 617-885-6331
Administrative Contact: Edward O'Connor, Superintendent, 617-885-6331
Program began: September 1973
People involved: 30 staff, 75 students, 36 volunteers

Spencer's commitment to the Right to Read Effort continues in this, its second year, to move along smoothly. A certified teacher with a master's degree in reading has trained volunteer reading tutors on a regular basis since the program began. Thirty volunteer reading tutors have been trained and placed in our elementary schools. There are four library volunteers in the elementary grades and one in the high school library. In addition, there is one volunteer coordinator (who is also a volunteer).

A reading inventory was developed in 1974 by task force representatives from grades K to 5 and, in essence, this constitutes an individual reading record of each child's mastery of a sequence of reading skills.

An Adult Literacy Program was also initiated. Fourteen pupils and twenty volunteers meet at Lake Street School on Tuesday evenings and make a definite contribution towards universal literacy.

The Local Advisory Committee whose members include representatives from various organizations in Spencer has been the source for the Volunteer Tutor and Adult Literacy programs. The committee held a luncheon at the end of the 1974 school year to honor last year's volunteers. The public librarians are members of this committee and have provided coordination between the library and the schools.

Right to Read is growing in Massachusetts and Spencer is proud to be a charter member. The Right to Read Effort is a people program and it is working because many people in Spencer care!

6. Billerica Right to Read Program

BILLERICA PUBLIC SCHOOLS, 390 Boston Road, Billerica 01821
Superintendent: William H. Flaherty, Jr.
Reported by: Elsie M. Miller
Information Contact: Elsie M. Miller, Director, 617-667-3871
Administrative Contact: Paul J. Heffernan, Assistant Superintendent, 617-667-2142
Program began: 1974
People involved: 575 staff, 10,570 students

The Billerica School System is one of the thirty-two Massachusetts communities which support the principles outlined in the National Right to Read Effort and accept the challenge of participating in the movement.

The Billerica Right to Read Effort began with the training of the Local Right to Read Director at the University of Rhode Island in August, 1974. After school opened, an in-school Task Force and a Community Advisory Council were appointed. The Task Force prepared and administered a Needs Assessment Instrument to the administration and teaching staff, as well as to a sample of students and community members, in order to determine what reading areas needed reinforcement.

In the fall of 1974, Billerica implemented a new reading program in all elementary schools. It is a preventative, individualized approach to reading rather than one which deals with reading failure after it occurs. The program is in complete accord with the National Right to Read goals. Staff development at the secondary level will be the first need dealt with by the Task Force in the fall 1975.

Community support is considered important to the success of the program. In April 1975 the Task Force and the Advisory Council publicized the Right to Read Effort in the schools and in the community. Bulletin boards in the schools graphically depicted the Billerica Right to Read Effort; a poster contest was held throughout the school system; and a local Right to Read song was written and taught to all elementary classes. Eleven thousand placemats were distributed to local restaurants. Suggestions for parents about ways to help children get ready for formal reading instruction were written and distributed. Also, information about the public library was distributed at a three-day community book fair.

7. Preparing Parents to Do Reading Activities in the Home

CROSBY AND HARDY SCHOOLS, 34 Winter St., Lake Street, Arlington
Superintendent: William T. Gibbs
Reported by: Marilyn Flaherty
Information Contact: Marilyn Flaherty, Director of Reading, 34 Winter St., 617-646-1000
Administrative Contact: Arnold Lanni, Assistant Superintendent of Elementary Schools, 617-646-1000
Program began: April 1975
People involved: 2 staff, 70 parents

Letters about the reading workshop, PREP, were sent to alert parents of students planning to attend the Arlington Public Schools. Members of the Advisory Council distributed flyers explaining the program at kindergarten registration at the Hardy and Crosby schools.

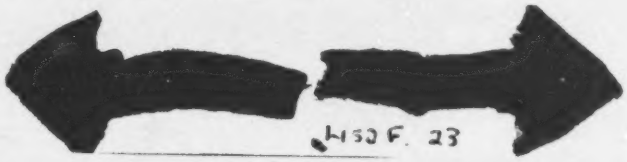
As a result 65 parents from one school and 20 parents from the other signed up for the workshop. Two six-week sessions on Mondays and Tuesdays from 9:30 a.m. to 11:00 a.m were scheduled. Each meeting included a lecture, an informal question and answer period, and a coffee break.

Lectures centered around the importance of picture books, reading to children, storytelling, finger games, and other games and records. At the beginning of each session parents reported on their progress with the activities that had been outlined on an assignment sheet.

Throughout the workshop, the director stressed to the parents that the "atmosphere for reading and attitude toward the reading act itself" are the most important ingredients in reading readiness.

Babysitting was arranged by the high school Director of Flexible Programming. While the workshops were in session, high school students involved the younger children in planned activities.

Thus far, the results have been gratifying to the local Right to Read Director since most parents are anxious to get their children ready to read. The final results of the PREP Program will be known when the children begin specific reading readiness tasks in their formal schooling.



8. Reading Is Fundamental

READING CENTER, LAMARTINE STREET SCHOOL, 21 Lamartine St., Worcester 01610
Superintendent: John J. Connor, Jr.
Reported by: Marvin Konigsburg
Information Contact: Marvin Konigsburg, Project Co-Chairperson, 617-791-8781
Administrative Contact: Doryce M. Moosey, Director of Reading, 617-798-2521, x11
Program began: September 1974
People involved: 20 staff, 800 students

Worcester's RIF program is a direct outgrowth of its school department's participation in the Right to Read Effort.

Reading is Fundamental is a national, non-profit organization designed to get books into the hands of children, in order to both motivate and cultivate their reading habits. The keystone to the program's effectiveness is to give to pupils in the primary grades an opportunity to select titles of interest to them from a wide variety of inexpensive, paperback books. These books then become the property of the child. In many instances, they are the first books ever owned by the child.

RIF WORCESTER is a community-based effort. Funds have been donated by area businesses, service groups, and trust funds. The Right to Read Sub-committee for RIF is composed of members of these groups as well as parents of the children who will receive the books, library personnel, and public school teachers and administrators.

The first distribution of 1600 books to approximately 800 youngsters at five inner-city schools was timed to coincide with the impending summer vacation. It is anticipated that the program will spark additional summer reading not only by book recipients but also by the general elementary school population.

The RIF WORCESTER program is currently expected to continue indefinitely. A "book-swap day" when school reopens in September will serve as a springboard to the 1975-76 fund-raising activities.

9. Pupil Contract Reading Program

STOUGHTON JUNIOR HIGH SCHOOL, 211 Cushing, Stoughton 02072
Superintendent: Joseph H. Gibbons
Reported by: John G. Murray
Information Contact: John G. Murray, Assistant Superintendent, 232 Pearl St., Stoughton, 617-344-4000
Program began: September 1974
People involved: 2 staff, 350 students

The seventh-grade reading program at the junior high school can best be described as an individualized developmental reading program. There are two seventh-grade reading instructors teaching at the reading center. Students are inventoried in September by the California Reading Test, and then are divided into groups according to their individual needs. The teachers develop specific contracts for each student, gearing the work to the student's reading ability.

Individual instruction and guidance are given each student as he or she encounters new reading skills. Many small group lessons are planned throughout the year in the various reading skill areas.

The individualized aspect of this program provides for diversified instruction based upon the varying reading abilities of the twelve or thirteen students within a given group. Each student progresses at his or her own rate in accordance with the students' abilities and interests.

A contract is a plan of instruction in which the course content is divided into a number of long-term assignments. These contracts are written with regard to the ability of students. Once a student completes a contract, he or she corrects it and then brings it to the teacher for discussion and a grade. When a contract is completed, a second contract is issued. This method of learning not only provides for self-instruction, but also creates an appropriate learning climate for drills, activities and accurate appraisals of student progress.

10. Tutors That Volunteer In Reading Classes

MANSFIELD ELEMENTARY SCHOOLS, P.O. Box 428, Mansfield 02048
Superintendent: John Collins
Reported by: Rebecca J. Center
Information Contact: Rebecca J. Center, Director, Robinson School, East Street, Mansfield, 617-339-3900
Administrative Contact: Gerald Bourgeois, Assistant Superintendent, Mansfield, 617-339-4595
Program began: April 1974
People involved: 35 volunteers, 35 students

In the spring of 1974, the Right to Read initiated a volunteer tutor program to help children learn to read better. Twenty-two tutors were trained by Literacy Volunteers. Each tutor was assigned a student whom they tutored for two, one-hour sessions each week. Some volunteers tutored through the summer at the public library. In the fall of 1974, a new group of tutors was trained by the local Right to Read director.

The local director of Right to Read has also composed her own guidebook for the volunteers. Concepts outlined in the book include: why we need to tutor reading; why some have difficulty in reading; what tutors should know about reading programs; why we need tutors; qualities of a good tutor; how a tutor relates to staff members; how a tutor relates to the student; tips on teaching techniques; and how to plan a lesson.

The book also includes chapters on how to make visual aids; how to report to the teacher; what tutors need to know about reading; how to prepare a reading inventory; how to do sight word drills; how to do an experience story; and simple phonics as well as structural analysis of words. In the back of the guidebook are lists of words tutors can use in their lessons. (Although this book is not available for free distribution, copies may be perused in the Mansfield Public Schools.)

The tutors are happy in their work and the teachers appreciate their help. Most of the tutors are mothers, but there are also a few senior citizens and some high-school students who tutor during their free periods.

11. Community Action Through Volunteer Tutoring

FRAMINGHAM SOUTH HIGH SCHOOL AND FRAMINGHAM NORTH HIGH SCHOOL, Framingham 01701
Superintendent: Albert L. Benson, Jr.
Reported by: Beatrice M. Malloy
Information Contact: Beatrice M. Malloy, Local Right to Read Director, North High School, 617-877-1030
Administrative Contact: John O'Brien, Community Action Director, North High School, 617-877-5101
Program began: September 1975
People involved: 9 staff, 40 students

Although much supportive reading help is available to children at the elementary school level, it tends to thin out in the middle schools. To help bridge this gap, interested high school students are being trained to tutor children in the middle schools. The heads of the Community Action Program at our two high schools are responsible for locating students to enroll in a specially designed course in tutoring.

The course, which meets five days a week, is offered for credit. Training began in September under the guidance of the high school reading teachers who are responsible for the course requirements. Tutors are taught testing techniques, motivational ideas, word attack and comprehension strategies, and varied approaches to different content areas.

Tutors are then matched with recommended middle school students who need one-to-one help in any subject. The middle school reading teacher coordinates this aspect of the program.

After initial testing and evaluation, the class teacher, reading teacher, and the tutor draw up a program for the student. Three days each week are spent tutoring. The other two days are devoted to preparing packets of materials suited to the learning style of each student. High school reading teachers serve as resource persons.

Contracts are signed by both the student and the tutor to indicate a serious commitment of time and purpose on their part. Evaluation and supervision are provided by the reading teacher so that problems will be handled immediately. The content teacher will also evaluate attitude and progress.

Our principals have responded very positively to this program as have the reading teachers. Scheduling problems, one of the chief roadblocks, are being resolved.

12. Volunteer Reading Tutor Program

READING CENTER, LAMARTINE STREET SCHOOL, 21 Lamartine St., Worcester 01610
Superintendent: John J. Connor, Jr.
Reported by: Doryce M. Moosey
Information Contact: Doryce M. Moosey, Director of Reading, 617-798-2521, x11 or 12
Program began: August 1973
People involved: 20 staff

In August 1973, Worcester was named a Right to Read city. One of the tasks mandated by the Right to Read Office was the writing and dissemination of a Needs Assessment. The Reading Department Task Force wrote the Needs Assessment and it was administered to teachers, administrators, aides and reading personnel in 16 schools.

An analysis of the responses to the Needs Assessment indicated that there was a lack of personnel in schools to offer individual instruction to pupils who are in need of additional reading instruction. There were already many school volunteers and aides within the schools so it was planned to offer an in-service training program for volunteers to give them the requisite skills in order to work with individual pupils.

The Director of Reading met with the Coordinator of School Volunteers and a member of the Advisory Council of the Right to Read Effort to outline the goals of the program, the selection of volunteers, the training sessions for volunteers, the involvement of reading resource teachers, selection of pupils, and the evaluation of pupils' and volunteers' endeavors.

The Coordinator of Volunteers advertised for volunteers through the media. She interviewed the volunteers and discussed the goals of the program and Worcester's expectations of volunteers in our schools.

Then she selected 20 volunteers to take part in the training sessions. Meetings were held with the tutors, reading teachers and principals to explain the program so that all those involved would understand their particular roles in the tutoring program.

The Director of Reading and a reading resource teacher conducted the 20 hour in-service training sessions. These workshop sessions were scheduled for one month and included the following activities: administration of formal and informal evaluation measures, presentation and administration of beginning reading skills,

explanation of behavioral objectives for phonic skills, word analysis skills, sight words and simple comprehension skills, lesson plans, writing of experience stories and construction of original games. Volunteers were oriented to the uses of media and instructed in how to operate equipment.

After the initial workshop sessions, each of the reading tutors was assigned to tutor a pupil in the primary grades who had been identified by the reading resource teacher as a child in need of additional instruction. The reading tutors worked in cooperation with the reading resource teachers and with their guidance.

The tutors instructed their pupils for two weeks and then returned to the Reading Center for another training session. These follow-up sessions were devoted to sharing of ideas, materials and to the refining of instructional techniques. It was also a time to share problems.

The tutors rated the sessions as very practical because they were geared to the particular needs of pupils and the materials readily available in the schools. They also rated highly the follow-up reinforcement sessions that were scheduled after they had begun their tutoring. The need for more demonstration lessons with children was suggested as a possible refinement of the tutor training sessions.

All reading resource teachers and principals involved were enthusiastic about the program and high in their praise of the tutors. The tutors were consistent in attendance and conscientious in their efforts. They were also pleased with the progress their pupils made in overcoming their particular difficulty. They also discussed the attitudinal changes toward reading that had taken place. It was obvious from their comments that as they continued to tutor they saw the need for more extensive planning for the tutoring sessions.

The reading tutors have been a very valuable asset to our schools. They are special people who are willing to devote their time and effort to making children succeed in school.

Our first venture has been so overwhelmingly positive that consideration is being given to expanding the program by conducting the training sessions within the individual schools rather than at a central location. A concerted effort will also be made to involve parents from inner-city schools in the volunteer training program as this collaborative endeavor will do much to help to ameliorate the special needs of the inner-city child.

13. Families-in-Reading

GRIDLEY BRYANT SCHOOL, 111 Willard St., Quincy 02169
Superintendent: Lawrence P. Creedon
Reported by: Louis R. DiMartinis
Information Contact: Louis R. DiMartinis, Principal, 617-773-5980
Administrative Contact: Carl Deyeso, Coordinator of Language Arts, 617-773-5980
Program began: April 14, 1975
People involved: 20 staff, 273 parents

The staff of Gridley Bryant Elementary School, hoping to foster life-time reading habits, embarked upon a *Families-in-Reading* week during American Library Week, April 14-18.

With the assistance of the Coordinator of Language Arts in the Quincy Public Schools,

parent volunteers, students and staff devoted the entire week to various reading-centered activities.

The week began with a parade of students carrying posters to advertise their favorite books. Following the parade, and continuing throughout the week, was the *Read-a-thon*, in which children, parents, teachers, and other interested people could sign up to read for one-half-hour periods.

Children from each grade presented book minutes to the school over the public address system during the week, sharing parts of the books that they enjoyed.

Other activities of the *Families-in-Reading* week included field trips to a printing press, a book distributor, and a book store, puppet shows, films, and a tea party in honor of an author of children's books and a poet. Students from Eastern Nazarene College also presented the play, *Winnie the Pooh*, based upon A.A. Milne's book, to the students, teachers and parents.

14. A Systems Approach to the Improvement of Reading Instruction

BEDFORD PUBLIC SCHOOLS, Bedford 01730
Superintendent: William F. Keough, Jr.
Reported by: Carol Walcott and Robert E. Couture
Information Contact: Carol Walcott, Director of Right to Read, Center Elementary School, Bedford, 617-275-1700 x63
Administrative Contact: Robert E. Couture, Principal, Davis Elementary School, 617-275-1274
Program began: 1973
People involved: all staff, all students

The Bedford Right to Read Program was initiated in the late summer of 1973. The first phase of this program included the training of a director at a R2R leadership training lab held at the University of Rhode Island during August of 1973.

The second phase was to establish a reading task force made up of teachers and administrators from all levels and schools in the community.

The primary emphasis of this project was placed on the organization and administration of a total reading program, K-12, which would include a continuous progress organization, criterion-referenced testing and some form of continuous record keeping.

A secondary objective was to change the role of the remedial reading teacher to that of building reading coordinator.

In the fall of 1973, an assessment of needs involving all teachers and other elements of the school community led to the development of a criteria of excellence in the form of specific objectives-diagnostic testing, program evaluation and a prescriptive approach.

During this period of time, The Stanford Diagnostic Reading Tests were administered. The results of this test were used to develop specific reading prescriptions for each child. The use of a diagnostic-prescriptive approach for meeting the reading needs of each child continues to be developed and expanded.

The major emphasis of the program has been teacher in-service and resource development. Since early 1974, a series of workshops and in-service opportunities has been provided for staff at all levels. After each workshop an assessment is conducted in order to establish new needs and directions.

The Bedford community activeiy participated in the total effort. Volunteers were trained as tutors and have spent many hours in the schools helping individual children with learning difficulty. A community advisory group has also been active, developing ideas and acting as a sounding board as Bedford continues to strive to build an exemplary reading program in its schools.

During the Summer of 1974 the first stage of a *Waterbed* project was begun. The purpose of this on-going project is to create reading resource files for teachers at all levels in all schools.

In the 1974-1975 school year, consultants worked with the staff to develop and conduct a new needs assessment as well as provide services related to the needs which emerged.

One significant outcome of the project was a redefinition of the role of the remedial reading teacher as a reading consultant. With the incorporation of a more highly individualized diagnostic prescriptive approach, classroom teachers have felt a need for additional human and material resources. The reading specialist, a new resource for the staff, has met that need effectively. EDCO provided the training in this new role change.

Bedford's standardized test results have reflected an encouraging upswing. Dramatic results in some skill areas reflect the success of the over-all project. The project will be continued during the 1975-1976 school year.

II. READING EFFORTS FROM RIGHT TO READ SITES

15. Brockton Reading Design

BROCKTON SCHOOL SYSTEM, 50 Summer St., Brockton 02402
Superintendent: Joseph E. Killory
Reported by: Paul R. Casey
Information Contact: Paul R. Casey, Coordinator of Reading, 617-588-7800
Program began: 1971
People involved: 70 staff, 2100 students

The Brockton Reading Design started in 1971 as Project S.T.R.I.D.E. (Students Taught Reading Through Individualized Development Experiences) funded by Title III.

Initially, forty (40) volunteer teachers developed and implemented a spiraling curriculum made up of six components: pre-reading, word identification, word meaning, comprehension, study skills, and literary analysis. Instructional objectives were then listed in tabular fashion and written in behavioral terms which could be understood by students. Objectives and learning experiences were cited in a series of contracts called STEPS – Student Experience Programs.

All learning experiences were coded, based on level of difficulty, degree of teacher guidance required, and style of learning. Finally, pre–

tests and post-tests were developed for each STEP.

The use of a specific contract is determined by an appropriate pre-test. If the student passes the pre-test for a stated criterion performance level, the student obviously does not need to work on that particular contract. Continuous progress learning is guaranteed as this student goes on to another pre-test.

If the student does not pass the pre-test, alternative learning resources are discussed during a teacher-pupil conference and a decision is made as to what learning experiences are needed. When these "contracted" learning experiences are completed the student then takes the post-test germaine to that contract. If the student passes the post-test he or she moves to another contract. However, if the post-test reveals a weakness in understanding, other learning altematives are used until the child masters the level of skill indicated in the objective.

Project STRIDE contracts are supplemented by recreational reading and class projects. These activities comprise the second phase of the program—the skill application phase. This phase provides an opportunity for students to complete a series of tasks. If properly planned, these activities can be carried out by the children independently, so that the teacher is free to work directly with other children.

Record-keeping is kept to a minimum. Each pupil has a Pupil Progress Sheet with the skills listed and numbers corresponding to individual contracts. If a child does not pass the pre-test, a circle is made beside that skill on the list, and the date is noted. After the learning altematives are completed and the post-test is passed, an X is placed through the circle and the date is noted.

A large grid is kept so that teachers' assessment of individual students can be seen at a glance. This grid, with contracts listed vertically and students' names horizontally, is updated by periodic checks of Pupil Progress Sheets.

Project STRIDE has had a great impact on all schools in Brockton. Indeed, it has acted as a catalyst for changing reading instruction from a basal to an individualized reading approach.

As a result of some rather exemplary teaching on the part of the staff involved, and because of the positive response of the students, Project STRIDE has become a model which will be implemented throughout the entire system for the 1975-1976 school year.

16. Story Hour for Pre-School Children

WORCESTER PUBLIC SCHOOLS, 20 Irving St., Worcester 01609
Superintendent: John J. Connor, Jr.
Reported by: Nora A. Foley
Information Contact: Nora A. Foley, Sub-Committee Chairman of Pre-School Child Right to Read Project, St. Nicholas Ave. Community School, 617-853-6967
Administrative Contact: Doryce Moosey, Director of Reading, 617-798-2521 x11 or 12
Program began: March 5, 1975
People involved: 3 staff, 15 pre-school children per week

After a review of the results of the needs assessment in reading of 16 Worcester Public Schools, the local Advisory Council of the Right to Read Effort found strong evidence of a need to provide pre-school age children of the inner city with experiences through books which would help them in formal reading instruction.

Every Wednesday, librarians from the Worcester Free Public Library read to children, three to six years of age. The stories may be followed by some form of children's films, or games and crafts related to the stories. These story hours are

held at a neighborhood center near a housing project in an attempt to get as large an attendance of children and parents as possible.

To increase parent attendance even more, the committee worked to plan a program of interest to parents while their children were listening to stories. Adults are free to browse through magazines and books and select any they wish to borrow. They also read books to any of the children who request them to do so.

The children who attend are learning to love books and their attention span and vocabulary have increased considerably. This program has been scheduled throughout the summer and into the fall months.

17. Language, Learning, Reading And Speech Center

J.F. KENNEDY JUNIOR HIGH SCHOOL, Pine St., Peabody 01960
Superintendent: Robert S. Ireland
Reported by: Mitchell L. Afrow, Coordinator of Reading
Information Contact: Estelle Barckhardt, Director, 617-531-1600 x165
Administrative Contact: Hubert F. McVann, Principal, 617-531-1600 x5
Program began: September 1974
People involved: 5 staff, 150 students

The Language Learning Reading and Speech (L.L.R.S.) Center was established during the summer of 1974 to provide a more effective means of giving special services to students who need help with learning disabilities, reading, or speech problems. A large room was modified to accommodate this clinic. Areas of various sizes were constructed to provide a setting for diagnosis, prescriptive teaching, group lessons, conferences, materials and office space.

A clinical approach, integrating the expertise of the reading, speech and learning disabilities specialists provides screening, diagnosis, educational prescriptions, as well as individual and group tutorials. The Center also serves as a resource area for students, parents, teachers and other school personnel.

Ancilliary services are provided by parent volunteers, trained tutors, school aides and both undergraduate and graduate students seeking field experiences.

18. Bourne Coordinated Total Reading Program

BOURNE PUBLIC SCHOOLS, 75 Waterhouse Road, Bourne, Ma. 02532
Superintendent: Roland T. Brown
Reported by: Raymond L. Matthews
Information Contact: Raymond L. Matthews, Reading Coordinator K-12, 617-563-3755
Administrative Contact: Roland T. Brown, Superintendent, 617-759-5112
Program began: 1961
People involved: 29 staff + 95 volunteers of students and interested citizens, 2157 students, grades 1-12

The coordinated reading program provides detailed guidelines for each grade level on screening instruments, techniques, and scheduling. When a reading problem has been identified, there is a recommended procedure for refining the choices employed for remediation of that problem. Usually a reading specialist will individually diagnose the student's ability and current reading competencies. The classroom teacher then individualizes the student's program.

The specialist is able to provide some appropriate materials as well as to suggest teaching methods that accord with the diagnosis. Often an aide, or volunteer tutor, works with the individual student to improve reading skills.

Since several different approaches to instruction are used in the district, the student may be placed in a classroom using a modified basal text or in a structured classroom that stresses a phonics-emphasis approach. Both of these are supplemented with multi-level, self-directing skills materials in a Reading Center Lab-type classroom in order to meet each student's particular needs.

If the problem remains after classroom help, or if it seems too serious to be handled at that level, the student is assigned to remedial classes of no more than three students taught by a specialist. If the pupil's problems are multiple and severely handicapping, the student is placed in a special classroom, usually in a different school building.

Besides organizing the procedures for helping the problem learner, the program has assisted classroom teachers in moving toward individualized teaching by using learning centers in their developmental reading classes. The reading

specialists and aides provide guidance and help by preparing materials for learning centers. They also assist in making kits for independent instruction in different components of the reading act.

19. Art and Reading Program

SHORE COUNTRY DAY SCHOOL, 545 Cabot St., Beverly 01915
Headmaster: Brian R. Walsh
Reported by: Deane Hancock, Teacher of Program
Information Contact: John R. Pedrick, Headmaster of the Lower School, 617-927-1700
Administrative Contact: Brian R. Walsh, Headmaster, 617-927-1700
Program began: 1974
People involved: 2 staff, 160 students (K-3)

The general purpose for combining art and reading activities at the elementary level is to use the child's natural fascination with watching and touching things to reinforce and develop communication skills.

Art activities are invaluable,not only in expanding a child's means of expression and helping to sustain interest,but also in guiding the teacher to evaluate the child's perceptual modes and to plan for special needs. Illustrating poems and stories, responding to verbal questions through pictures, and recalling a story's sequence through drawing are common uses of art in reading classes. These exercises give evidence that a child has comprehended the textual passage.

With beginning readers, most readiness activities seem to connect in some way with making and touching things. Some techniques used to familiarize kindergarteners with words and letters involve feeling the shapes of letters (made of sandpaper or velvet), using body movements to form different letters, picking out certain familiar shapes and letters from complex visual patterns, using letters as shapes in creating designs, and using letters to make figurative pictures (*A* makes a good teepee).

Illustrating unusual sentences, choosing and combining random phrases cut out of magazines and illustrating them, and extending stories read together by putting on a play with scenery and stick puppets have all been appropriate for first graders.

Second and third graders find excitement in writing add-on stories, illustrating colorful action sentences that a classmate has written, composing interesting reviews of stories, writing sentences or longer stories about ambiguous or provocative photographs, recalling and recopying highway signs, and reading from cereal boxes and other commercial products.

Techniques to emphasize pattern, directionality (left-to-right progression), sequence, hand–eye coordination, and spatial relationships are invaluable for beginning readers. Scissor projects, clay modeling, weaving, repeating and copying patterns, relating shapes to letters, associating color with feeling, and learning to follow spoken and demonstrated directions all help to develop general coordination and motor skills as well as reinforce the physical mechanics necessary for reading.

Practice in recognizing shapes and patterns helps to prepare children to learn common symbols – letters and words. Using letters of the alphabet in designs is a pleasurable way of reinforcing their use and encouraging children to be comfortable with them. Children can use their own initials to divide space. They see what patterns their initials can make when placed one on top of the other, and they challenge other children to decipher them. This kind of project sometimes spurs young children to pick out shapes and letters from pictures, signs or other common everyday things.

Exercises with tangrams and other design forms which require dealing with the entire space may help children begin to see more things in relation to the whole. Weaving, because of its logic and repetition, makes the child focus on directionality, logical sequence, and pattern.

The exercises briefly listed above are intended to sensitize children to their visual environment and to aid teachers in making more thoughtful and frequent connections between the visual and physical coordinates of the reading process.

20. Spellbinder

PAGE SCHOOL, Bedford 01730
Superintendent: William Keough
Reported by: Irene Glennon
Information Contact: Irene Glennon, Reading Specialist, 617-275-7560
Administrative Contact: Robert Stevens, Principal, 617-275-7560
Program began: Fall 1972
People involved: 2 staff, 36 students

Two or three days a week you will find several kindergarten youngsters at small desk top consoles in an area blocked off by bookcases and large cartons. They are completely enthralled helping each other place small plastic letter, number and picture cards into the electric consoles. These cards are designed to help reinforce basic language concepts such as recognizing beginning sounds, identifying and matching shapes, classifying objects, and matching upper and lower case letters.

As the students place the correct cards in each of the six slots on the top of the console in sequential order, left to right, each slot lights up, and when the final card is inserted a red star flashes. The consoles and the cards that go with them are called Spellbinder.

With the kindergarten age group, we have found it best to have students work in pairs at each console. In this way they help and then teach one another. Spellbinder has added an exciting dimension to our readiness program in every area – counting, initial sounds, visual and auditory likes and differences, shapes, perception, and motor development.

We have established some careful rules about the use and care of the consoles and cards, and the children have cooperated very well since they all enjoy using Spellbinder.

Children from grades 1 to 3 are also using Spellbinder for remediation in reading. It has proved to be an effective and motivating way of individualizing the learning process for these students. Some of these children on occasion do meet defeat, but they become so engrossed using the console and cards that they are able to receive correction from the console without feeling negative about themselves as learners.

The older children work alone, or with another student, or with an adult, using program components which follow the sequence of the child's development in phonics, comprehension and spelling.

21. Reading Unlimited

NABNASSET SCHOOL, Plain Road, Westford 01886
Superintendent: Lloyd Blanchard
Reported by: Mary J. Cook
Information Contact: Mary J. Cook, Reading Consultant, Right to Read Director, Nabnasset School, 617-692-4777
Administrative Contact: Henry Leyland, Principal, 617-692-4777
Program began: September 1974
People involved: 2 staff, 50 students

Reading and Cranberry Bread!!! You think the two don't go together? They do in the fourth grade at Nabnasset School. The fourth-grade teachers have challenged students to share their reading experiences with classmates. The intense enthusiasm that has been developed among the students for their individual projects has resulted in a corresponding interest in reading.

For example, stories about cars, Indian canoes, historical events, and mysteries have

resulted in individual projects, such as antique car displays, pupil-made canoes, stuffed dolls, and electrical shadow boxes. After reading the book, *Cranberry Thanksgiving*, one student brought in a loaf of homemade bread to share with the class.

Students have also constructed dioramas, mobiles, finger puppets, word puzzles, book jackets, and three-dimensional displays which are exhibited in the library and in classrooms.

The key to the success of the Reading Unlimited Program is the recognition and encouragement given to the students by the classroom teachers. As a result, students have demonstrated a highly positive attitude toward reading.

This enthusiasm has also been communicated to parents who have helped their children complete some of the more complicated projects.

An effective technique for developing confidence and a general interest in reading among older students is to involve them in reading aloud to kindergarten children. Many times these stories have been taped in advance and played for the younger children while fourth graders show accompanying pictures or displays.

Reading Unlimited is closely coordinated with a basal reading program which strongly emphasizes skills. Supportive classroom materials include teacher-made individualized games and activities, cassettes, filmstrips, reading kits, and paperback books.

Proof that reading has become entertaining for these students can be seen during the school day when children use their free time reading for pleasure.

22. Improving Reading Skills And Content Comprehension

PROVIDENCE JUNIOR HIGH SCHOOL,
Providence St., Worcester 01507
Superintendent: John J. Connor, Jr.
Reported by: Catherine Sullivan
Information Contact: Catherine Sullivan, Reading Consultant, Reading Center, Lamartine Street School, Worcester 01610, 617-798-2521, x11 or x12
Administrative Contact: Walter Bohmann, Principal, 617-791-8571
Program began: September 1974
People involved: 10 staff, 250 students

During the academic year September 1974 – June 1975, the entire staff at Providence Junior High School made Reading and Study Skills its priority educational issue. Based upon the philosophy that students must be taught how to acquire knowledge independently, reading and study skills units were developed to help students learn how to learn, rather than merely to acquire facts.

A Study Skills unit in social studies and science was instituted on the basis of two assumptions: that reading is the common denominator for academic success in every subject matter area, and that learning how to study well will provide students with more success in school.

Each department developed a study skills unit introduced at the beginning of the school semester, emphasizing how to study for that particular subject. This unit included an analysis of the textbook used and how to use the book effectively.

Interdepartmental projects between the Reading Department faculty members and content – area teachers were conducted in a team approach. The basic reading skills required in specific content areas (social studies and science) were identified by the Reading Department.

One technique that proved highly successful in social studies and science was the design of a group instructional inventory to determine reading performance based upon a particular textbook. The inventory was constructed, using the actual classroom text and a variety of questions: parts of the book; using resource materials; using maps, pictures, charts, vocabulary; finding the main idea; noting details; and drawing conclusions. The results of the inventory provided the teachers with diagnostic information to prepare group and individual instructional stretegies for the course and to obtain a variety of supplementary materials with a wide range of reading levels.

Various vocabulary techniques, such as use of content clues and study of roots, variants and derivatives were included in the study unit. In the area of comprehension, lessons ranged from locating key words to identifying paragraph patterns. Directed lessons were given on strategies for effective study, SQ3R, skimming, notetaking, etc. Many supervised activities and opportunities for practice were provided to aid students in acquiring more sophisticated study habits.

This ground work for a reading-content-area team approach was most successful and demonstrated that the teaching of reading should become the special purview of every classroom teacher.

23. Communications Through Media

JOHN W. McCORMICK MIDDLE SCHOOL, 315 Mt. Vernon St., Dorchester, Boston 02125
Superintendent: Marion J. Fahey
Reported by: Evelyn A. Menconi
Information Contact: Evelyn A. Menconi, Reading Consultant, 617-825-5105
Administrative Contact: Nicholas G. Bergin, Principal, 617-825-5105
Program began: September 1974
People involved: 43 staff, 600 students and 1 consultant from the University of Massachusetts

This program adds the use of media to the developmental reading program and provides students with opportunities and materials to make the curriculum "come alive." A major objective of Communication Through Media is to help students and staff develop positive attitudes toward living and working in the multicultural setting of a city such as Boston.

Students, staff, parents, supervisors, and members of the community work with projects involving audio and video recording, photography, filmmaking, graphic design and illustration, and a variety of media. Projects include videotaping, filmmaking, animation and newscasting, as well as light shows.

24. Speech in the Modern Society

JOHN F. KENNEDY MEMORIAL JUNIOR HIGH SCHOOL, 83 Pine St., Peabody 01960
Superintendent: Robert S. Ireland
Reported by: Alphonse L. Roberto
Information Contact: Alphonse L. Roberto, Teacher, 617-531-1600
Administrative Contact: Hubert F. McVann, Principal, 617-531-1600
Program began: 1970
People involved: 1 teacher, 150 students

This program was set up to help students develop the ability to speak effectively; a valuable skill in our modern society. Ninth grade students in the program break up into small groups and prepare speech projects which they choose for themselves, such as commercials, news programs, discussions, debates, and panel games similar to What's My Line? When ready, the groups present their projects before the class.

The students also engage in major presentations, such as the Sargent-Dukakis student debate, before the entire school. In 1975 the class began preparing for a Bicentennial Speak-Up Competition. Field trips are included in the program. After going to see an outstanding movie, students engaged in an in-depth discussion of the film. Guest speakers, tape recorders, and records are also used in the program.

25. A Reading Resource Center For Teachers

READING CENTER, LAMARTINE STREET SCHOOL, 21 Lamartine St., Worcester 01610
Superintendent: John J. Connor, Jr.
Reported by: Doryce M. Moosey
Information Contact: Doryce M. Moosey, Director of Reading, 617-798-2521, x11 or 12
Program began: September 1974
People involved: 2 staff

A Reading Resource Room for classroom teachers has been established at the Worcester Public Schools' Reading Center. The room houses a multiplicity of materials prepared by elementary reading personnel to give classroom teachers ideas for reading games and activities to reinforce skills. The Reading Department schedules workshop sessions where teachers exchange ideas about teaching methods and materials and also receive assistance in the preparation of instructional materials for their classrooms.

In addition to a display of teacher-made materials, there are files of ideas applicable for transparencies, games and other reading activities that can be made from non-textbook materials. On display are activities created from

magazines, newspapers, catalogs, advertisements and comics.

A large number of these reading activities are kept in boxes. "Recycle" materials and other items needed to prepare reading activities are also available. These materials come from local businesses and industry. Also there for teachers' use is a primer typewriter, dry mount and laminating press.

The Reading Resource Room offers a wide variety of "drop-in" and structured activities for teachers. Teachers and administrators are encouraged to visit the Reading Resource Room, share ideas and work with new sources which will add a unique dimension to classroom reading programs.

26. Summer Reading Clinic

BRIDGEWATER–RAYNHAM REGIONAL HIGH SCHOOL, Mt. Prospect St., Bridgewater 02324
Superintendent: Edwin Denton
Reported by: Carlene B. Flannery
Information Contact: Carlene B. Flannery, Program Director, 617-697-5902, x55
Administrative Contact: Edwin Denton, Superintendent, 617-697-6902, x41
Program began: July 1974
People involved: 8 staff, 60-70 students

The main objective of the summer reading clinic is to establish an individualized diagnostic reading program for each student.

The program is structured as a diagnostic reading center stressing the principles of individualized instruction through an eclectic method of teaching reading. The four areas of diagnosing, prescribing, monitoring, and evaluating comprise the basic design of the program.

For the purpose of organization, several groups are established. The areas of instruction for these groups are governed by the student interest forms which are completed by the students in the spring of the school year. The major areas are: speed reading; College Board preparation; reading for interest, discovery, and enjoyment; and comprehension development.

It should be noted that several methods of instruction and exercises do overlap in these groups.

Since these areas of instruction may, or may not, be familiar to all staff members, it is desirable, for uniformity in instruction, that each member become familiar with established guidelines concerning various reading techniques and approaches.

The segments of each "area of instruction" center around the following: diagnostic procedure – methods of determining proficiency; objectives – what you want to accomplish in a practical way; learning experiences – types of activities; materials – both general and specific; and evaluation procedures – design of evaluation, both objective and subjective.

Two team leaders coordinate the reading instruction and serve as directors of the summer program, as well as liaison to the teaching staff. Six reading or content area teachers, who have an interest in students and an ability to work in a reading laboratory setting, are provided by the regional school. They work with sixty Bridgewater-Raynham pupils with diagnosed reading needs, who are striving to increase their reading proficiency.

These students are selected through self–referral; teacher, counselor, or parental referral; actual academic achievement; and interviews with students. Participants receive ten hours of professional reading services per week for six weeks to implement the individualized programs. Upon successful completion of the reading program, students receive five semester hours of credit.

Thirty staff members also participate in a reading laboratory inservice practicum which operates in conjunction with the clinic.

27. Project Understand

ARLINGTON PUBLIC SCHOOLS, 23 Maple St., Arlington 02174
Superintendent: William T. Gibbs
Reported by: Timothy Wilson
Information Contact: Timothy Wilson, ESEA Title I Director, Crosby School, 34 Winter St., 617-646-1000, x182
Program began: 1971
People involved: 15 staff, 225 students

A fundamental aim of this Title I program is to help strengthen the basic learning skills of kindergarten through fourth grade students who need a supplementary learning experience beyond that which regular school programs provide. Since reading and language skills are fundamental to learning, these areas form the core of Title I activities, and are a basis upon which students can develop productive learning styles

and gain confidence as individuals. Another basic aim of this program is to increase parental involvement in the Title I schools, thus fostering collaboration and understanding between school and home.

Schools which are eligible to receive services from this federally-funded program have greater-than-average concentrations of children from low-income families. In Arlington, the five designated schools service a total of 225 students in the Title I program. These children participate in small group sessions which are designed to focus on students' learning needs through building skills around their existing strengths, interests, and creativity.

Students are referred to Title I by the classroom teachers with the help of a learning team composed of representatives from various special services, such as learning disabilities, counselling, reading, and Title I.

If Title I learning sessions are determined to be the most appropriate help for a particular student, the classroom and Title I teacher together review the child's skill weaknesses and strengths. An individualized plan is developed which emphasizes the student's strengths. Those areas of need in reading, language or developmental skills are written on a program form, which becomes an agreement between the classroom teacher, Title I teacher and student. It is also used as the basis for the mid-year and final criterion-referenced test on a multi-item instrument designed by Title I and modified to each student's particular referral area. (The tasks on this test are integrated into the child's regular sessions over a two-week period, thus remaining quite unobtrusive.) Thus a student's progress on learning skills remains the focus for his/her activities, and yet these activities remain flexible and varied in order to capitalize on student strengths and interests.

Participating students come to a Title I center in each school for 30-40 minute periods three-to-five days a week, depending on age and need. The centers, which are staffed by a team of at least two Title I teachers, are readily accessible to students, teachers and parents, and display a proliferation of student work, progress charts, games, projects and stories.

To help students' learning styles become more efficient and adaptable to classroom requirements, and to encourage collaborative learning, students are seen in groups of five or less, or individually when indicated. Projects such as a center newspaper, a puppet show with script, or a student-made phonics game augment basic work and insure a sense of purpose and accomplishment.

The centers also serve as a resource of ideas for teachers and parents, who are welcome to participate in discussions concerning student needs and activities. To encourage understanding of the program, and to insure that no stigma is attached to those participating in Title I, centers often hold "drop-in" hours, whereby non-Title I students have an opportunity to be scheduled for activities such as a play or a game.

Parents whose children are referred to the program have a detailed conference regarding Title I, and are invited to attend an open house in the center during the evening. Frequent contact and participation by parents is a strong program goal; thus staff seek ways to involve parents in activities such as a series of discussion or activity groups during which child and family related issues can be shared. Parents are also encouraged to visit the centers to observe or participate in student activities.

Each Title I program has a Parent Advisory Council, made up of elected program parents who assist in identifying student needs, review program development and operation, and evaluate the usefulness of the program. This important body is one form of accountability under which the program operates. A part-time social group worker augments the teaching staff, and provides parents with opportunities to meet for discussions around topics of their choice.

The program director heads a staff of fourteen teachers, eight of whom are part-time, a social group worker, an administrative assistant and an outside evaluator. Frequent staff development and in-service meetings help the entire staff establish, define, and carry out goals for meeting student needs. Selected activities for Title I should encourage students to choose and evaluate their work in order to reinforce a sense of purpose and direction.

Each year an evaluation of the program is mandated, based upon the results of standardized and locally-made tests. The average monthly gain in reading and related skills for Title I students during the 1970-71 school year was 1.3 months per month of instruction; in 1971-72, the gain was 1.5 months per month of instruction; and in 1972-73 the gain rate was 1.3 months for each month of instruction. Affective measures administered on a pre mid and post-test basis strongly indicate that students in the program enhance their view of themselves as learners and individuals, and are more able to invest time in learning activities.

III. ADDITIONAL READING PROGRAMS

28. Arts-in-Action Program

JOHNNY APPLESEED SCHOOL, 845 Main St., Leominster 01453
Superintendent: Joseph Carol
Reported by: Roger Preston, Director of Elementary Art
Information Contact: Robert A. Salvatelli, Principal, 617-537-7572
Program began: October 1974
People involved: 27 staff, 580 students

The Leominster Arts-in-Action program was designed to increase the input of the arts, specifically drama and the visual arts, in the general curriculum, including the reading program.

From October to January 1975 teachers attended a ten-week inservice course under the aegis of the University of Massachusetts. These workshops provided many good ideas for classroom activities.

One idea involved having each student pretend to be a letter in a compound word. As a group, the students spelled the word and then devised a pantomime of the word. The group performed the skit for the class which then had to discover the original compound word and tell its meaning.

To help students develop an understanding

of concepts, the pantomime activity again was tried. Each student chose an object, such as a fork, and practiced the movements one generally makes when one uses a fork. The student then wrote a story about using the item. Finally students were requested to act out the story using the particular item that they had chosen.

In another activity, food coloring was swirled around in a glass dish. Students then were requested to write a sentence about their impressions of the colors. Finally, the class combined the impressions in order to create an original class poem.

In small groups, students talked about a good time they had with a parent or other adult. Each had an opportunity to direct a "frozen moment" from their good time, showing the other students how to hold their bodies and what facial expressions to use in order to recreate the scene. Then the group picked three "frozen moments" and made up, and acted out, a story using one moment in the beginning, another in the middle, and a third at the end. Following that activity, students in the class wrote about the main idea of each story.

In a major project, six parents, the developmental reading teacher, and the art director helped the children in one class to write a book about themselves. The students began by writing about some interesting events in their lives. Among other things, students learned a great deal about sentence structure and spelling. The students illustrated their stories, and the adults then helped the students bind the stories into book form.

29. Tutored Reading Program

HOSMER SCHOOL, Concord Road, Watertown 02172
Superintendent: Daniel G. O'Connor
Reported by: John A. Arone
Information Contact: John A. Arone, Coordinator, 617-924-5531
Administrative Contact: John J. Harris, Principal, 617-924-5531
Program began: September 1974
Persons involved: 6 staff, 25 students, 20 tutors

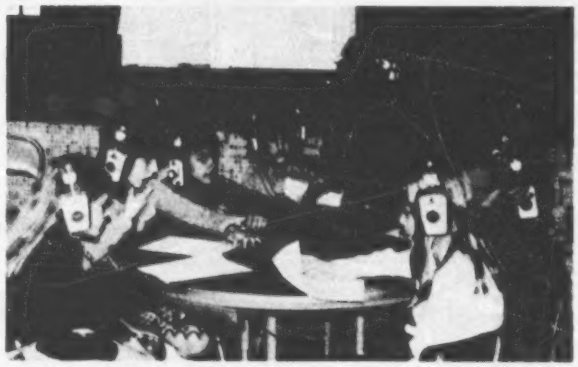
A new sixth grade reading program has been initiated at the Hosmer School. It was designed to use more effectively the skills and time of the reading consultants and the classroom teachers in teaching elementary school children to read. As part of the program, a Reading Resource Room where teachers can get materials, receive help from the reading consultants, and prepare instructional games and activities was established.

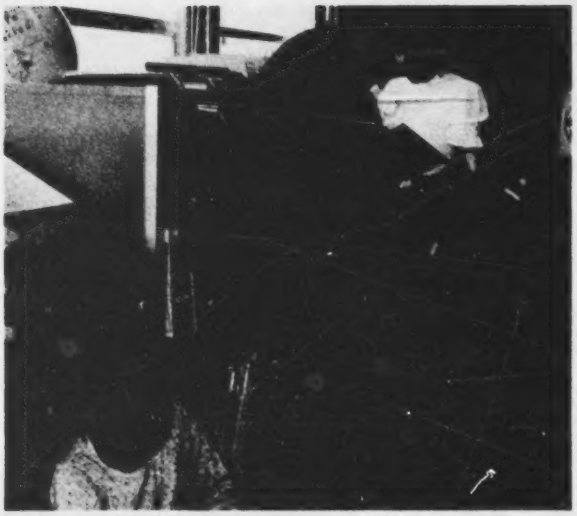
In September each sixth grade teacher administers a series of diagnostic tests to the students. Based upon the results of these tests, skill groups are formed, and teacher, tutor, and reading consultant begin programs of individual instruction designed for the needs of the pupil.

The reading consultants, in addition to their other duties, function as resource persons who assist teachers in diagnosing the specific needs of the children and prescribe instruction that tries to respond exactly to those specific needs. The classroom teachers and the reading consultants are assisted by a corps of tutors who have been recruited from the Home Base School (Watertown's alternative high school) and trained to assist the classroom teachers in providing the individual instruction that is required by a diagnostic approach to reading. Throughout the program the tutors meet on a regular basis with students who are having or are likely to develop reading problems. These meetings, ideally, establish trust and rapport between the child and tutor.

When the teacher, tutor, or the reading consultant feels that a child has learned the skill, a post-test is given to check for mastery. If mastery is shown, the child moves on to a new skill. If no mastery is shown, the child continues to work on the acquisition of the needed skill. All results are placed on a student profile sheet and then on to a class profile sheet. This is a test-teach-test approach.

These programs and techniques are supplemented by a wide variety of materials and other reading-related teaching.





30. Library Program

ST. JOHN THE BAPTIST SCHOOL, 32 St. Peters Street, Salem 01970
Reported by: Sister Mary Clare Doyker
Information Contact: Sister Mary Clare Doyker, Principal, 617-744-7965 or 617-744-2729
Program began: September 1973
People involved: 6 staff + 4 volunteers, 91 students

In 1973 we turned our school library into an instructional resource center. There are books for the gifted, the average student and the slow learner. We enlisted the help of four mothers who have worked with elementary school children. Each mother tries to assist pupils in order to lead them to new and higher levels of learning.

The mothers help students create pleasant associations with books. They also encourage the pupils to read for pleasure as well as to do research in reference books to help them in classroom situations.

Each classroom has a designated period of time for library work. We have a collection of audio-visual materials, which the volunteer librarian mothers browse through in their spare time, preparing the filmstrips or stories which will be needed for that day.

In the primary grades reading experiences are shared with the young and discussions are held to see if the child comprehends what is taught. We feel this extra help on the part of the mothers is a contribution to the child, the teacher and to the school as a whole, for these rich experiences enhance further growth in the search for knowledge.

31. Typing for Sixth Graders

SOUTH MIDDLE SCHOOL, 30 West Silver Street, Westfield 01085
Superintendent: Bruce Caldwell
Reported by: Lloyd Long
Information Contact: Lloyd Long, Instructor, 413-568-1771
Administrative Contact: Donald W. Hatch, Principal, 413-568-1771
Program began: 1973
People involved: 1 teacher, 340 students

This is our second year with a typing program for sixth graders. The response from the students has been amazing! They are enthusiastic and have a desire to do well. Most of the students seem to realize the value of learning to type and also enjoy the games and projects. They are interested in typing because it is new and exciting; it seems to activate their adventuring spirit.

Many students find typing meets their need for a challenge, and they are willing to discipline themselves enough to master the skill. We offer students a chance to win certificates and gold pins for typing 50 and 60 words per minute.

The main reason for introducing typing at the Middle School level was not for these reasons, however. Researchers have found that typing is an indirect method of helping students to improve their language arts skills. Reading, spelling, punctuation, and vocabulary skills all appear to improve through typing.

Students who were in the research program actually gained as much as two grade levels in these areas. The beauty of this discovery is that improvements seem to take place automatically without difficulty. Students do not realize that they are improving other skills while they are learning to type.

In our program we are using the book *You Learn to Type*, published by Gregg. Once students have learned the basic keyboard, including numbers, we start on special projects, such as letters, announcements, outlines, and sample homework projects. Because there is a large educational computer system installed at our new high school, we try to include as much computer terminal training as possible, with some basic programming added as well.

Students are involved in the program for half a year. One half of the sixth grade learns to type in the fall and the second half during the

spring. Each day we have six classes running approximately forty minutes long. Because class time is limited, we give students after-school practice and help for 2 hours per week. It really makes a big difference in attitude and ability.

32. High School Reading Center

WILMINGTON HIGH SCHOOL, Church St., Wilmington 01887
Superintendent: Walter H. Pierce
Reported by: Carol Sager, Director of Reading
Information Contact: Joy Kern, Teacher, 617-658-4463
Administrative Contact: George O. Eisenberg, Principal, 617-658-4463
Program began: September 1973
People involved: 3 staff, 1471 students

Several courses in reading are offered in the Reading Center of the high school. The Reading Elective course is open to every student who would like to read better. Instruction and materials are designed to meet individual needs, from basic vocabulary and comprehension skills to critical reading skills, and from intermediate and advanced study skills to speed reading. A Study Skills Elective is offered to any student who might wish individual help on a specific problem related to reading, such as how to read a textbook, take notes, organize information, and take tests.

A Basic Reading Skills class is offered in cooperation with the English Department. This course is for juniors and seniors who are interested in building reading skills and, at the same time, receiving English credit. Areas of skill development include effective use of word attack skills, expansion of vocabulary through use of context clues and structural analysis, determining major from minor ideas, and the development of inferential thinking.

The Reading Center also offers an Independent Study: Reading Field Service. This particular course is open to students who wish to improve their own reading skills and at the same time to perform a valuable community service as reading tutors for children in grades 4, 5, and 6. Students selected are trained as tutors by elementary reading specialists at the elementary schools. Under supervision, students prepare reading lessons and games for the children that they tutor. The student tutors keep daily logs in which they note the needs of their tutees, the lessons covered, the skills developed, and any progress made. The tutors also work closely with the high school reading specialists who check each individual's progress on a weekly basis. And all tutors meet weekly, as a group, with the high school reading specialists in order to discuss common concerns and areas of growth.

33. School-Community Story Hour

PARK SCHOOL, Park St., Easthampton 01027
Superintendent: Neil A. Pepin
Reported by: Carol A. Acus
Information Contact: Carol A. Acus, Teacher, 413-527-4770
Administrative Contact: Richard Krzanowski, Principal, 413-527-4770
Program began: September 1972
People involved: 50 students

The Park School in Easthampton is located directly across the street from the public library. The new librarian had decided to have a story-hour for the pre-schoolers in the town once each month.

One of the sixth grade teachers felt this would be a fine opportunity to utilize the talents of her students. With such close proximity between school and library it was worth a try. The librarian was delighted and so the program went into full swing.

A monthly chairperson is selected by the teacher. The chairperson in turn selects his or her committee from within his or her class. This allows ample opportunity for all children in the class to participate. The committee then decides what type of program should be presented for that particular month. Monthly holidays, of course, often suggest appropriate themes. Programs vary from puppet shows, and original plays, to students reading original stories which they have illustrated themselves.

Students, under the direction of the teacher, prepare all materials themselves. Surprisingly, very little class time is needed for such a project as students are so delighted with their particular tasks they often take them home and are back with them completed the next day.

How is it working??? One need only look at the faces of the pre-schoolers and the sixth graders to know..... sheer happiness!

34. The Andover Individualized Reading System (AIRS)

ANDOVER PUBLIC SCHOOLS, 36 Bartlett St., Andover 01810
Superintendent: Kenneth R. Seifert
Reported by: Theresa G. Murphy
Information Contact: Theresa G. Murphy, Reading Director, 617-475-2339 or 617-475-4837
Administrative Contact: Kenneth R. Seifert, Superintendent, 617-475-2218
Program began: February 1972
People involved: 146 staff, 45 aides, 3400 students

In 1972 elementary school children in Andover were introduced to a new reading program that had been developed by reading specialists in the Reading Department. The new program was designed to serve all pupils in grades 1-6 in six elementary schools. The program emphasizes individualized instruction which enables each student to master basic reading skills at his or her own pace. No student is held to a generalized instructional sequence that he or she does not need.

The program is also designed to give students at all achievement levels an opportunity to read books of their own choice and to study literature, creating a basis for reading as a lifelong endeavor.

The curriculum includes the following three components: *the Andover Individualized Reading System* (AIRS) which provides K-6 skills instruction, based upon results of individual pretests; *Individualized Reading* which occupies an increasing share of a student's time as each child moves beyond the beginning reading level; and *Free Reading* which provides time during the school day for children to read books they have chosen from a library.

The program places emphasis on phonics, structural analysis, word meanings, and comprehension. Students spend ten hours a week on language arts. They work independently whenever possible, with group or individual lessons conducted by the teacher when deemed necessary, particularly at the beginning stage of reading. A major goal of the program is to foster an enjoyment of reading.

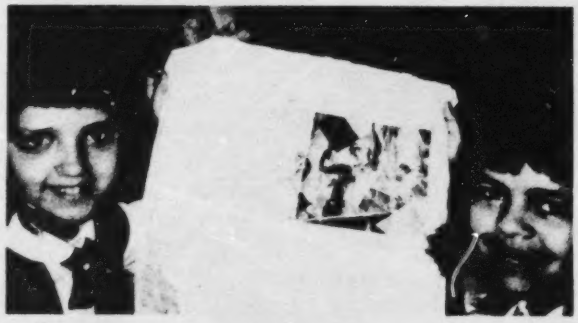
Andover's Individualized Reading System has recently been selected by The Right To Read Office of the Department of Health, Education and Welfare as one of twelve outstanding validated reading programs in the country. Of over 2400 reading systems originally nominated, Andover's was one of the final twelve meeting validation criteria. The Right To Read Office has developed a multi-media packet designed to publicize this program throughout the United States.

35. Creating Your Own Newspaper

CATHOLIC INTER-PAROCHIAL SCHOOL, 57 East Haverhill St., Lawrence 01841
Superintendent: Brother Bartholomew Varden
Reported by: Mary E. Ryan
Information Contact: Mary E. Ryan, Teacher, 617-686-5112
Administrative Contact: Sister Ellen Johnston, Principal, 617-686-5112
Program began: September 1974
People involved: 1 teacher, 165 students

"Creating Your Own Newspaper" was an idea which grew out of a study of newspapers. The children involved were students in the intermediate (fifth and sixth) grades. The children analyzed in detail the organization, headlines, illustrations, editorial page, the various other sections of the paper, and finally how to read a newspaper.

All of this was made possible through the generosity of the local newspaper which supplied the school with thirty free newspapers each day for two weeks. Additionally, they supplied newsprint on which the children could create their own newspapers. After studying a particular newspaper, each child answered questions about it. Finally, each child created a newspaper, employing the various concepts which he or she had learned.



Each newspaper was based upon a particular era in history which involved some famous date, and contained a front page story, editorials, advertisements, comics, and other information found in a typical newspaper. The newspaper unit was further reinforced by the use of the Newslab Kit put out by the SRA company.

36. Listening Skill Development

FAIRHAVEN PUBLIC SCHOOLS, 128 Washington St., Fairhaven 02719
Superintendent: Lynwood P. Harriman
Reported by: Charles F. Foley
Information Contact: Charles F. Foley, Director of State and Federal Aid Programs, 617-997-2971
Program began: September 1971
People involved: 4 staff, 95 students

During the 1971-72 school year with an ESEA Title I grant of $1500, the Fairhaven Public Schools set up a listening corner, well-stocked with audio-visual materials, to serve two adjacent classes of third grade children. The overall purpose of the program was to recognize that different children learn in different ways, and that too often we find ourselves aiming at the development of visual and oral skills while neglecting listening skills.

These two groups of third-grade children were exposed to records, tapes, and filmstrip/record combinations in the areas of language arts, social studies and science. The location of the listening corner where these materials were kept gave both teachers and students easy access to them.

The school system was sufficiently satisfied with the results of the project to expand it by establishing "mini-libraries" throughout the school system. These are now located in each of the six elementary schools where they are maintained by the building principal and audio-visual coordinator. They consist primarily of non-print materials which serve as supplements to the regular print library of each school.

Student use has been good in most schools. As a preliminary to their use, the materials are introduced to the children by the classroom teachers.

37. Mainstreaming Programs In Reading

FREETOWN ELEMENTARY SCHOOL, 43 Bullock Road, East Freetown 02717
Superintendent: Fred C. Sales
Reported by: Charlotte A. Springer
Information Contact: Charlotte A. Springer, Reading Specialist and Special Needs Coordinator, 617-763-5121
Administrative Contact: August B. Pereira, Jr., Principal, 617-763-5121
Program began: September 1974
People involved: 18 teachers, 4 tutors, 3 specialists, 2 teacher aides and 127 students

At Freetown Elementary School, the keynote for specialization programs is mainstreaming. For Title I Project CAIR (Continuous Achievement through Individualized Reading), there are two heterogeneously grouped pilot classrooms in individualized reading. The targeted children, who need remedial help in reading, are in a second grade classroom and in a third grade classroom. A teacher and a tutor for each of these classrooms, and an individualized reading program with a diagnostic-prescriptive emphasis, are provided for the children who meet the identified need criteria for target children. Pre-testing and post-testing in Project CAIR include a self-esteem test, Gates-McGinitie Reading Tests, and Corrective Reading System Sight Vocabularly Test.

In addition to the individualized program in reading within the classroom, the teacher, tutor, and entire class go daily for one half hour to the Media Center for an intensified program in reading skills.

The Media Center reading program is supplemental to the reading program in the regular classroom. Students work on individualized programs in small groups no larger than five pupils. Emphasis is given to human interaction between child and adult.

Students who do not have difficulty reading receive educational opportunities equal to the targeted children through the small teacher-pupil ratio and by using the individualized programs in the Media Center for a developmental-enrichment reading program. NDEA Title III funds have provided equipment and materials for the media center and classrooms involved in this program.

Another program with emphasis on mainstreaming at Freetown Elementary School is Title III ESEA Project 99L. This Project provides in-service training for classroom teachers and provides reading and math materials and a teacher aide for special needs children in regular classrooms. The reading and math materials are signed out from the special needs resource room.

Evaluation data of the Title I program gave substantial evidence of the success of the diagnostic-prescriptive approach used with the reading programs in the Media Center. Freetown has always taken over projects which began with federal funding, and in 1974 the town agreed to pay tutors' salaries from locally budgeted funds.

Teacher staff involvement in the development of programs makes possible the coordinating of federally funded programs and programs for children who need individualized help in academic subject areas. An administration and school committee who are committed to the importance of reading in early school life, as well as the teacher-staff involvement, are largely responsible for the success of the mainstream reading programs at Freetown.

38. Criteria of Skill Mastery

ROCKLAND PUBLIC SCHOOLS, 99 Church St., Rockland 02370
Superintendent: John W. Rogers
Reported by: Louis B. Dovner
Information Contact: Louis B. Dovner, Curriculum Supervisor, 617-878-1540
Administrative Contact: Louis B. Dovner, Assistant Superintendent
Program began: September 1974
People involved: 67 staff

During 1973-1974 all of the Rockland elementary level teachers collaborated in a research effort to develop a list of sequential learning skills and the Criteria of Skill Mastery in the areas of reading, mathematics, social studies, and science.

Implemented in September, 1974, the Criteria of Skill Mastery provides every child, parent, teacher, administrator and school committee member with a systematic stage-oriented pattern of learning in the basic academic areas. From this curriculum design emerges a clearly understood record of individual progress for each child regardless of ability levels. Mastery is determined individually for each child based on his or her particular accomplishments and not on a comparative basis with other children.

In this format, skill mastery is based upon observable evidence and/or assessment information that contributes to the teacher's judgement. Such a process is very realistic and does not rely on externally imposed normative standards. Most important, it allows for learning progress by every student and is adaptable to the most gifted or the most severely handicapped. The Criteria of Skill Mastery now serves as the common denominator and proving ground for the affective and cognitive domains in the Rockland Schools.

39. Junior High Multi-Media Reading Lab

WEST JUNIOR HIGH SCHOOL, Waverly Ave. and **EAST JUNIOR HIGH SCHOOL**, 341 Mt. Auburn St., Watertown 02172
Superintendent: Daniel G. O'Connor
Reported by: Carmen J. Quintiliani
Information Contact: Carmen J. Quintiliani, Director of Reading, 319 Arlington St., 617-924-1941
Program began: September 1972
People involved: 5 staff, 1400 students

This program was started for two major reasons. First, it was initiated to satisfy the varied needs of junior high school students in reading. Second, it was intended to provide a highly stimulating and motivating environment for successful reading instruction.

The reading program at the junior high school level is almost totally on an elective basis. Students have an option to elect reading in either the eighth or ninth grades. The seventh grade reading program is geared for those students who have been screened in sixth grade and found to have serious reading disabilities.

The labs utilize a wide variety of activities and materials. Individual contracts, small group sessions and whole class lessons are some of the options available in carrying out the instructional program. Each lab has a wide variety of materials which include a large selection of software programs to accompany the hardware as well as commercially prepared kits, games, workbooks and an abundant selection of high interest paperbacks.

The labs are staffed by highly qualified and experienced reading teachers. All of the staff possess advanced degrees in reading and have had in-service training in reading lab operational techniques.

The students ages range from eleven through fifteen years of age. Evaluations have been an ongoing process since the labs became operative and the results to date have been very positive.

Before the labs were initiated, the enrollments for reading were very low. However, since the labs have been in operation the number of students electing reading has mushroomed to the point where it has become necessary to set limits on enrollment for reading lab.

The reading labs have proved so successful that we have applied for and received NDEA Title III funding for a secondary reading lab at Watertown High School which will provide for a continuity of reading instruction at the high school level.

40. Words in Color

HORACE MANN SCHOOL, 687 Watertown St., Newtonville 02160
Superintendent: Aaron Fink
Reported by: Penny Dunning
Information Contact: Helen Sanderson, Reading Coordinator, 617-332-4326
Administrative Contact: Phyllis Cotti, Principal, 617-332-4326
Program began: September 1972
People involved: 12 staff, 311 students

There are no learning disabilities tutors on the staff at the Horace Mann School. The principal and teachers are convinced that the characteristics of the Words In Color approach to the teaching of reading is ideally suited to help their students overcome their potential learning problems within the classroom context and without special tutoring.

Words In Color is used extensively with all students in kindergarten through grade six. A first grade teacher began using the approach in 1967, followed in 1970 by three teachers preparing to use it in kindergarten and second grade. The successful remediation of fifteen sixth-grade non-readers through the use of the approach led to a commitment of the entire staff to the use of Words In Color for teaching reading to all students in the school, commencing with the school year 1972-73.

This was no light commitment, for teacher training is necessary to insure effective use of the materials and techniques. The teachers attended intensive week-long and/or weekend workshops conducted by Educational Solutions, Inc., developers and publishers of the Words In Color approach. In addition, during the first year of its use in all grades, monthly workshops provided the opportunity for teachers to share ideas, materials and techniques and to generally support one another in the process of learning to improve their teaching of reading. The resultant cooperative effort and spirit among the teachers has been

extended to other areas of the curriculum, most recently mathematics, again with the help of Educational Solutions.

Words In Color is a systematic presentation of the sounds and signs of the English language through game-like activities by which the students acquire the technical skills necessary for reading and writing. Since, for example, the first letter of the alphabet has ten different sounds, color-coded wall charts are used to eliminate confusion and to enable students, when reading, to determine the correct association of sound to sign. There is an immediate transfer to black and white through the use of the blackboard, books, worksheets and the children's own writings.

The approach develops a link between reading and the spoken language, thus reducing the necessity for memorization. The teachers' techniques and the materials enable the students to discover the sign and sound correlation for themselves in order to meet the challenges of reading. Students become responsible for their own learning, making judgements and correcting their own mistakes.

The teachers at Horace Mann find this approach is adaptable to other aspects of learning, and have indicated that other skills, related and unrelated to the language arts, are developed in addition to reading skills.

A preliminary study by the Newton Public Schools, Department of Research and Planning, of the use of Words In Color at Horace Mann School concluded that, in general, the approach has had a positive effect on the development of reading skills. This is consistent with the overwhelming endorsement of Words In Color for the teaching of reading from Horace Mann's teachers. The majority of these teachers consider Words In Color to be more effective than other methods they have used, regardless of the ability of their student groups – low ability, average ability or high ability.

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